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Old and New Markets in Education: austerity, standards and ICT as pushes towards privatisation(s) in Italy

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This article deals with the issue of privatisation(s) in the field of education. In doing so, it focuses on three distinct, although interrelated, processes currently being experienced in the Italian education system: (a) the widening of the spaces for private schooling; (b) the ongoing privatisation of policy and the related blurring of the boundaries between public policy-making and the private sector; and (c) the dynamics of new/old markets where commercial actors and edu-businesses sell tools, technologies, knowledge and data, policy programs and recipes that inform educational processes. The work tries to highlight some connections between specific developments in these three processes of privatisation(s) and three distinct policy trends that are increasingly shaping the European education space, namely austerity, standardisation, and digitalisation. The conclusion discusses the actual and potential implications of all of this for both the ongoing transformation of the role of the education state in the post-welfarist scenario, and the restructuring of the societal governing of education, reflecting on the relationship between these specific processes of privatisation(s), the related reshaping of the role of the education state, that seems to shift towards a metagovernance function, and the developing of a new market-like governmental environment informed by the neo-liberal imaginary.

Commercial Actors and the Governing of Education: the case of academy school sponsors in England

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This article explores the ways in which commercial actors are operating in state education by focusing on the case study of England's academies policy. First of all the discussion outlines the development of academies over time and the way in which the policy has provided opportunities for private actors to become involved in the state schooling system. The second part of the article focuses on empirical findings from interviews with academy sponsors as a way of understanding the nature of the role commercial actors play in academies. Commercial sponsor involvement in academies demonstrates a blurring of the boundaries between 'public' and 'private', and the article suggests that commercial actors need to be

understood not merely as participants in this process, but as being active in the reconstruction of 'public-private' categories. Also, it is underlined that the commercial sponsors in this study cannot be disconnected from the locality in which they operate. In light of this, the article calls for greater attention to be devoted to understanding local assemblages of policy when attempting to explore the role played by commercial actors in the governance of education.

Educational Methods as Commodities within European Education: a Norwegian–Danish case

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A number of studies in the past few decades address how the governing of educational systems are changing as a result of intensified measurement and use of statistics. This article suggests that another consequence may be the construction of solutions, tools, and methods which target the problems constructed through comparable indicators and benchmarks. An increased proliferation and accessibility of models, methods, and outcomes has inspired both governments and practitioners to look beyond their national borders for solutions to specific problems or challenges. As a consequence, ideas, methods, and approaches increasingly resemble commodities in the global marketplace. The article investigates the diffusion of a method for school development, namely the model for learning environment and pedagogical analysis (the LP-model). The model was developed in Norway in 2005 and later spread to a number of schools and municipalities across the country, and subsequently to Denmark. We analyse the cross-national borrowing process by applying the framework of policy borrowing. The framework serves as a heuristic in our analysis of information from the LP-model's websites, evaluation reports and booklets. The analysis shows that similar descriptions of problems and high policy expectations for addressing the problems constitute central preconditions for the borrowing process. We also find that claims that the model works play an important part in marketing the model. Moreover, the model was warranted by high-profile researchers in Norway and Denmark constituting powerful personal and professional networks.

Transforming Insecurity into a Commodity: using the digital tools Unikum and InfoMentor as an example in Swedish education

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New forms of activities now shape and govern the Swedish education system, based on governance through comparison. The focus on

comparison can be regarded as soft governance and different types of (self-) evaluations and valuations are, at present, deeply embedded keystones in the decentralised education system. Recently this has, together with the transformation of the Swedish education system, led to an increase in the number of documents being written in school for quality assurance and in order to assess, follow-up and evaluate students' learning and development. To address these challenges, different commercial actors have become part of school practices and market, e.g. digital tools for assessment. The government's acceptance of this industry has allowed the rise of neo-liberal ideas that are required in so-called 'knowledge economies'. The aim of this article is to report the findings from three empirical studies of how digital tools for documentation are viewed by teachers and used in practice. Our findings show that the digital tools shape both students', as well as the professionals', identities through their role of governing activities and processes. The usage of the tools could jeopardise teachers' profession and there is a risk of de-professionalism.

To Infinity and Beyond ...: heterarchical governance, the Teach For All network in Europe and the making of profits and minds

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This article explores the increasing commercialisation of education through the empirical case of Teach For All, a network of social enterprises which is spreading a new model of teacher training across Europe and around the world. This model, which is supported and funded by a heterogeneous mix of public institutions and private sector organisations, is not only opening up public education to private involvement and influence, but it is also reshaping what it means to be a teacher. The substantive argument that we present here is that commercialisation is not only about making money (which is certainly being achieved through this kind of heterarchical network), but also about making people up as commercial and enterprising subjects. Drawing on the idea of neoliberalism as both a material process of economisation, and a form of governmentality, we weave together an analysis which considers the interrelations between profit, the subjectivities of the Teach For All teacher, and the governance of teacher education in Europe.

Liberalisation and Privatisation of Higher Education in Flanders: passing the point of no return? A Case Study

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The higher education system in Flanders is characterised by tight regulation and a tradition of excluding private providers from the sector. However, as in other European countries, the Belgian public sector has been confronted with the principles of New Public Management (NPM) and trends of liberalisation and privatisation. The same goes for the higher education sector where recently a private company has been

recognised by the Flemish government as a higher education institution. This event triggers several questions: what are the consequences when the traditional providers seem to have lost their monopoly? What can this case tell us about the introduction of the principles of NPM in a closed system of higher education? This article comes to the conclusion that private actors still have to move within a framework that is highly conditional and that a closed higher education system can largely remain untouched by a clear-cut, well-defined 'intrusion' in the system. On the other hand, actors become aware that knowledge gaps in the market will be filled in by other providers, if the traditional providers do not react to them adequately themselves, and therefore need to optimise their behaviour in order to meet citizens' expectations.

The Erasmus Programme in France, Italy and the United Kingdom: student mobility as a signal of distinction and privilege

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With three million participants since 1987, Erasmus promotes educational and cross-cultural exchange. It claims to be the world's most successful student exchange scheme. The pertinent question is, successful for whom? This mixed-methods study of 758 survey respondents and over 100 interviews of Erasmus participants and non-participants in France, Italy and the UK finds that participation differs by social class. Compared with sedentary students, Erasmus students engaged in more academic and leisurely travel and have higher socio-economic status (SES). The authors argue that in the age of increased education access, an Erasmus year may be used to signal distinction and privilege. Participants are also more open to international opportunities, increasing their employment chances and further reinforcing their advantages.

School Choice Policy: seeking to balance educational efficiency and equity. A Comparative Analysis of 20 European Countries

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In recent years, the degree of choice in education systems has increased in most countries. Still, the variation of choice policies across countries is substantial. The authors ask under what combinations of conditions (i.e. institutional features of education systems) choice policy succeeds in balancing educational efficiency and equity. Using the fuzzy-set qualitative comparative analysis, they investigate the impact of seven institutional conditions in 20 European countries. Those seven conditions are identified in school choice literature as relevant in explaining variations in educational efficiency and equity. The analysis shows that there are multiple causal paths to good policy outcome. The main contribution of this article is to show that 'choice' is an INUS condition (i.e. an insufficient but necessary part of an unnecessary but sufficient

combination of conditions) and that 'no tracking' is a necessary condition for educational efficiency and equity. In addition, the authors show that 'good management' and 'competition' of schools contribute to good educational outcomes only in choice-tolerant countries.

Comparing Pedagogy in Mathematics in Denmark and England

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This article reports the findings of a comparative study of pedagogy in lower-secondary school mathematics in Denmark and England. Lesson observations and interviews identified the range of goals towards which teachers in each country worked and the actions these prompted. These were clustered using the lens of Bernstein's pedagogic discourse to construct mathematics teacher roles which provided a view of pedagogy. Comparison allowed variations in pedagogy across the two countries to be identified and implications drawn. Of particular interest were the differences in experience of lower-attaining pupils, and some of the advantages and disadvantages of mathematics pedagogy in each country for this group are indicated.

The National Educational Panel Study (NEPS) in Germany: an overview of design, research options and access, with a focus on lower-secondary school

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This article introduces the National Educational Panel Study (NEPS). This German longitudinal study produces a vast amount of data for the scientific community, and researchers all around Europe are invited to use the data to address various research questions empirically. Therefore, the authors provide information about the purpose as well as the design of this educational study that has just released data from several starting cohorts, ranging from newborns to adults. As the authors have coordinated the starting cohort of students in lower-secondary school, this target group will be introduced in more detail, with the implementation of NEPS's design being outlined, as well as the tests and survey contents. The analytical potentials are exemplified by the authors' stage-specific research on German-language instruction,

the development of orthography competence, and engagement in reading and orthography in lower-secondary school. An overview of different modes of access to the available data completes this research report.

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